

# Texas Education Agency Standard Application System (SAS)

<b>2018–2019 Technology Lending</b>		
<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.  <div style="writing-mode: vertical-rl; transform: rotate(180deg);">             RECEIVED              TEXAS EDUCATION AGENCY              2018 FEB -5 PM 2:14              DOCUMENT CONTROL CENTER              GRANTS ADMINISTRATION           </div>
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side, only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  <div style="text-align: center;">             Document Control Center, Grants Administration Division              Texas Education Agency, 1701 North Congress Ave.              Austin, TX 78701-1494           </div>	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

## Schedule #1—General Information

<b>Part 1: Applicant Information</b>				
Organization name	County-District #		Amendment #	
Weatherford ISD	184903			
Vendor ID #	ESC Region #			
1756002726	11			
Mailing address	City	State	ZIP Code	
1100 Longhorn Drive	Weatherford	TX	76086	
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Cody		Lee	CTO	
Telephone #	Email address		FAX #	
817.598.2915	cle@weatherfordisd.com		817.598.2983	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Kara	L	Hardin	Digital Content Developer	
Telephone #	Email address		FAX #	
817.598.2915	khardin@weatherfordisd.com		817.598.2983	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

### Authorized Official:

First name	M.I.	Last name	Title
Jeffrey		Hanks	Superintendent
Telephone #	Email address		FAX #
817.598.2808	jhanks@weatherfordisd.com		817.598.0216
Signature (blue ink preferred)		Date signed	

\_\_\_\_\_ 2/2/2018  
Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 184903

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, the application will be disqualified.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 184903

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 184903

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 184903	Amendment # (for amendments only):
List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.	
Juan Seguin Elementary Bill Wright Elementary Ikard Elementary	
Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.	
<p>Weatherford ISD is a 6A school district in North Central Texas serving approximately 8100 students in grades Pre-Kindergarten through Twelfth. Of the approximately 8100 students, 40% are economically disadvantaged.</p> <p>Three elementary schools in the 11-campus district serve bilingual program students in grades 3, 4, and 5. They are Juan Seguin Elementary, Bill Wright Elementary, and Bose Ikard Elementary.</p> <p>Of the 527 students enrolled in grades Pre-K through 5 at Seguin, 67% are economically disadvantaged. Of the 546 students enrolled in grades Pre-K through 5 at Wright, 55% are economically disadvantaged. Of the 540 students enrolled in grades Pre-K through 5 at Ikard Elementary, 65% are economically disadvantaged.</p> <p>In district, there are approximately 5000 desktops and laptops, which may potentially be used by students while at school to access intensive online reading instruction. The current student to device ratio is 1.59.</p> <p>Eighty-four percent of Weatherford ISD students district-wide have access to a shared computer at home. At Seguin that number drops to 77%, while at Wright the percentage drops to 78%, and at Ikard, it drops to 84%.</p> <p>Districtwide, 88% of students have internet access at home, while only 82% of families at Seguin have access to internet services. Among families at Wright, 88% have a single computer with internet access while 87% of students at Ikard have it.</p> <p>Of the third grade students of Seguin, Wright, and Ikard Elementary schools, 45 students are enrolled in the bilingual education program. At the fourth grade level, 51 students are enrolled in the bilingual education program. Finally, 50 students at the fifth grade level are enrolled in the bilingual education program for these three campuses.</p> <p>Of the 146 bilingual education students enrolled in grades 3 through 5 at Seguin, Wright, and Ikard Elementary Schools, 92.47% are Limited English Proficient (LEP) students. In addition to being Limited English Proficient students, 88.24% are also economically disadvantaged.</p> <p>Based on our STAAR Reading Spring 2017 test results, there was a 28% gap in achievement between bilingual students in grades 3-5 and the general student population. Bilingual students in grades 3-5 scored an average of 23% lower than the entire student population on the December 2017 LDA.</p>	

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 184903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Weatherford ISD believes that providing our bilingual and / or economically disadvantaged students with a 1:1 Chromebook and a Hotspot will help to close the reading gap between bilingual students in grades 3-5 and the general student population at the same grade level. Doing so will ensure their immersion into the English language continues past the last bell of the day. Accessibility to online reading programs outside the confines of the school day will provide our bilingual students the opportunity to practice fluency and comprehension strategies.

Weatherford ISD believes that this program will have a positive impact upon the high school dropout rate, because early and intensive immersion in a second language leads to earlier closing of the language gap. When students have the language skills needed to be successful in upper level content area classes, they are more likely to be successful on state assessments and in their coursework. Research shows, success leads to staying in school. Technology requested in this grant will be used to customize each student's progress and learning style.

Weatherford ISD believes that providing our bilingual and / or economically disadvantaged students with a 1:1 Chromebook and a Hotspot will help to increase parental involvement for all of our students, because parents of bilingual students assisting their children with bilingual reading skills will also result in helping parents who are immersed in second language acquisition. If they understand the English language more thoroughly, they will be more likely to attend school events and programs, parent-teacher meetings, respond to emails from teachers and staff.

Weatherford ISD believes that by providing Chromebooks and a Hotspot for those students who do not have access to these resources after school hours, we are expanding the instructional day for these students in an effort to provide additional instruction for struggling learners.

Weatherford ISD believes that technology is a powerful force for educational equity. Weatherford ISD wants to give every child regardless of zip code or family background access to a world-class education and to level the playing field. Technology requested in this grant offers these students the opportunity to work at their own pace and provides access to additional programs and resources to help them succeed. Successful students come to school regularly and stay in school until they graduate. Technology purchased through this program will be used to help bilingual and economically disadvantaged students to succeed and consequently improve attendance for both bilingual and economically disadvantaged students.

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<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 184903			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$50,895.00	\$0	\$50,859.00
Schedule #9	Supplies and Materials (6300)	6300	\$44,384.00	\$0	\$44,384.00
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$0	\$0	\$0
Percentage% indirect costs (see note):			N/A	\$N/A	\$N/A
Grand total of budgeted costs (add all entries in each column):			<b>\$95,243.00</b>	<b>\$0</b>	<b>\$95,243.00</b>
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$95,243.00
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$14,286.00
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 184903		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Monthly Unlimited Data Plan with WiFi	\$50,859.00
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>a. Subtotal of professional and contracted services:</b>		\$
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$50,859.00
<b>(Sum of lines a and b) Grand total</b>		<b>\$50,859.00</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 184903		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$44,384.00
<b>Grand total:</b>		<b>\$44,384.00</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 184903		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6400	Operating costs that do not require specific approval:	\$0
<b>Grand total:</b>		<b>\$0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 184903			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>66XX—Computing Devices, capitalized</b>				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
<b>66XX—Software, capitalized</b>				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
<b>Grand total:</b>				<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 184903

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	129	88.26%	Students with Highest Need by Performance Data
Limited English proficient (LEP)	135	92.47%	Students with Highest Need by Performance Data
Disciplinary placements	0	NA%	
Attendance rate	NA	DNA%	
Annual dropout rate (Gr 9-12)	NA	DNA%	

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students By Grade**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
				45	51	50								146

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 184903

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A "need" is defined as the difference between current achievement and desired outcomes or required accomplishment. Using this definition of "need," Weatherford ISD has identified the following needs: (1) Based on our STAAR Reading Spring 2017 test results; there was a 28% gap between bilingual students and the general student population. Bilingual students scored an average of 23% lower than the entire student population on the December 2017 LDA. We need to close the reading gap between bilingual students and the general student population. (2) Weatherford ISD's data indicates that while there are gains in decreasing the dropout rate of our bilingual students from 9.1% in 2015 to 0% in 2016, only 56.3% of our bilingual students were classified as being College and Career Ready. We must as a district increase this percentage. (3) There is a need to increase parental involvement for all of our students, including bilingual families many of which are economically disadvantaged. (4) There is a need to increase STAAR testing results for our Economically Disadvantaged students in grades 3, 4, and 5. Based upon our 2017 test results, our Economically Disadvantaged students fell below grade level in Reading, Math, and Writing in grades 3-5. (5) Based upon 2016-2017 attendance records, the need to increase student attendance for both bilingual language students and Economically Disadvantaged students exists.

These needs were identified using the following measures:

1. STAAR Results Spring 2017
2. LDA administered using iStation December 2017
3. PEIMS Data
4. Parental involvement data
5. Texas Academic Performance Report 2016-2017

Needs were prioritized through disaggregation of state assessment data, local district assessment data, PEIMS data, and parental involvement data. For these data sources, a comparison of bilingual and economically disadvantaged students to all students shows the greatest gaps in achievement, attendance rates, graduation rates and parental involvement rates for bilingual and economically disadvantaged students. Based on these identified gaps, bilingual students and economically disadvantaged students need additional opportunities to develop reading skills and fluency through an immersion in the language and learning.

The following campuses will be served:

1. Bose Ikard Elementary was selected to be served because this campus serves Bilingual and economically disadvantaged students.
2. Juan Seguin Elementary was selected to be served because this campus serves Bilingual and economically disadvantaged students.
3. Bill Wright Elementary was selected to be served because this campus serves Bilingual and economically disadvantaged students.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 184903

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Based on our STAAR Reading Spring 2017 test results, there was a 28% gap between bilingual students and the general student population. Bilingual students scored an average of 23% lower than the entire student population on the December 2017 LDA. The need to close the reading gap between bilingual students and all student population.	Accessibility to online reading programs outside the confines of the school day will provide our bilingual students the opportunity to practice fluency and comprehension strategies. By providing Chromebooks and hotspots to these students, their immersion into the English language continues past the last bell of the day. Research shows that in order for students to become proficient readers, they need to read at home.
2.	Weatherford ISD's data indicates that while there are gains in decreasing the dropout rate of our bilingual students from 9.1% in 2015 to 0% in 2016, only 56.3% of our bilingual students were classified as being College and Career Ready. We must as a district increase this percentage.	Early and intensive immersion in a second language leads to earlier closing of the language gap. When students have the language skills needed to be successful in upper level content area classes, they are more likely to be successful on state assessments which leads to students being College and Career Ready. Technology requested in this grant will be used to customize each student's progress and learning style with an eye toward postsecondary success.
3.	There is a need to increase parental involvement for all of our students, including bilingual families many of which are economically disadvantaged.	Weatherford ISD envisions parents of bilingual students assisting their children with bilingual reading skills, which will also result in helping them gaining second language acquisition. If they understand English language more thoroughly, they will be more likely to attend school events and programs, parent-teacher meetings, respond to emails from teachers and staff.
4.	There is a need to increase STAAR testing results for our Economically Disadvantaged students in grades 3, 4, and 5. Based upon our 2017 test results, our Economically Disadvantaged students fell below grade level in Reading, Math, and Writing in grades 3-5.	By providing Chromebooks and hotspot for those students who do not have access to these resources after school hours, we are expanding the instructional day for these students in an effort to provide additional instruction for these struggling learners.
5.	Based upon 2016-2017 attendance records, the need to increase student attendance for both bilingual language students and Economically Disadvantaged students exists.	Research shows that technology is a powerful force for educational equity. Weatherford ISD wants to give every child regardless of zip code or family background access to a world-class education and to level the playing field. Technology requested in this grant offers these students the opportunity to work at their own pace and provides access to additional programs and resources to help them succeed.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 184903

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Technology Director	10 years of experience in school technology network management. 3 years of CTO experience
2.	Bilingual Director	Bilingual, ESL, Diagnostician, Principal, Superintendent state certifications. Master's Degree in Education. Campus administration, teaching, coordinator, and director experience.
3.	Grant Coordinator	Experience in analyzing grant objectives, setting timelines and expectations for completion of grant activities, and conducting and evaluation to analyze if objectives have been met.
4.	Business Manager	Must have extensive knowledge on budgets, on ordering and ensuring that equipment meets bidding and procuring laws. This person must be trustworthy, accountably, and honest to ensure assets are accounted for and insured.
5.	Testing Coordinator	Must be proficient in analyzing STAAR test results and determining by benchmark test the areas that still require improvement. This person must have excellent communication skills so that staff members understand required changes.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Deploy TLPG devices to identified students.	1. Purchase & Inventory Chromebooks	06/04/2018	06/15/2018
		2. Configure Chromebooks & Determining Eligibility	06/18/2018	06/29/2018
		3. Enroll Devices Into Go Guardian (Content Filtering)	06/18/2018	06/29/2018
		4. Student Parent-Teacher-Meeting	09/03/2018	09/07/2018
		5. Collect TLPG Usage Agreement & Deliver Devices	09/03/2018	09/07/2018
2.	Augment TLPG Chromebooks with access to home WiFi.	1. Purchase & Inventory Hotspots	06/04/2018	06/15/2018
		2. Configure Hotspots for TLPG Chromebook	06/18/2018	06/29/2018
		3. Determine eligibility for Hotspot distribution	09/03/2018	09/07/2018
		4. Configure Hotspot for District Content Filtering	07/09/2018	07/20/2018
		5. Deliver / Distribute Hotspots	09/03/2018	09/07/2018
3.	Implement Grant Objectives and Monitor Progress	1. Students use online reading for ESL Immersion	05/30/2018	06/15/2018
		2. Online supplemental curriculum utilized	08/27/2018	08/31/2018
		3. Conduct parent/student training	09/03/2018	09/07/2018
		4. Hold committee meetings and monitor and adjust	09/17/2018	08/03/2019
		5. Principal walkthroughs to monitor	09/17/2018	05/08/2019
4.	Instructional Monitoring	1. Reports on usage and student progress	10/1/2018	05/27/2019
		2. Communicate with students/parents on progress	10/07/2018	05/30/2019
		3. Monitor attendance	06/15/2019	06/22/2019
		4. Monitor afterschool assistance	06/01/2019	08/26/2019
		5. Review iStation data reports	09/01/2018	06/01/2019
5.	Evaluate effectiveness	1. Reports on usage and student progress	06/04/2018	08/30/2019
		2. Evaluate STAAR Testing Results	06/13/2018	06/15/2019
		3. Conduct Benchmark testing and adjust instruction	09/10/2018	05/27/2019
		4. Evaluate attendance records compared to prior	10/09/2018	05/27/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 184903

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Weatherford ISD currently has the following process and procedures in place for monitoring the attainment of goals and objectives. Throughout the school year, students are assessed in the area of reading in order to monitor student growth. Data reports demonstrate the progress and goal/objective attainment for each student. Teachers and students work together to set goals and monitor progress towards those goals each time an assessment is completed. (1) Administer beginning of the year assessment in reading. (2) Review data and set individualized goal. (3) Monitor progress toward goal. (4) Administer middle of the year assessment in reading. (3) Review data to monitor progress towards goal. Set new goals as appropriate. (4) Administer end of the year assessment in reading. (5) Review data to monitor progress towards goal and determine if goal is met.

Weatherford ISD adjusts the plan for attaining goals and objectives when necessary using the following processes and procedures. If data reports indicate that progress is not being met then individual or small group instruction is given to address specific needs. The data reports are used to increase usage per student and per teacher. The data reports yield specific information on skills that the students are performing well or need continued work. Teachers are able to see the data reports for their individual classrooms to intervene or adjust goals/objectives are necessary. (1)Review data reports for lack of process. (2) Individual or small group instruction will take place to address specific gaps. (3)Teachers will conduct weekly assessment to determine if small group instruction is effective. (4) If progress is still lacking, small group instruction will continue to address specific areas of need. (5) If sufficient progress is made, instruction will move onto the next area of weakness.

These changes are communicated to administrative staff, teachers, students, parents, and members of the community using the following means: (1) Phone or face-to-face meetings will be used to contact Parents. (2)Students will conference with teachers. (3) Staff will hold meetings to discuss individual student needs.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Weatherford ISD currently has the following similar ongoing, existing efforts aimed toward improving students' academic performance: (1) 1:1 Chromebooks-The 1:World program at places Chromebooks squarely in the hands of every seventh grade student to facilitate 1:1 access to technology devices both on campus and off campus.

Weatherford ISD will coordinate the following efforts to maximize the effectiveness of grant funds: (1) Work with campuses to ensure training, deployment, usage, and collection of devices are properly implemented. (2)Work with the technology department to ensure access and tech issues are resolved promptly. (3)Work with parents to ensure students fully understand the purpose of Chromebooks and proper implementation.

Weatherford ISD will ensure that all project participants remain committed to the project's success through the following measures: (1) Monthly review of usage and achievement data with district and campus personnel. (2)Monthly communication with students/parents.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 184903

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Spring 2019 STAAR Reading results show 10% increase in Bilingual student performance	1.	STAAR testing results show increase for this student population
		2.	Increased number of students receiving commended performance
		3.	Increased progress as measured on benchmark testing
2.	WISD will see a 2% decrease in the number of Bilingual students dropping out	1.	PEIMS Data analyzed
		2.	Dropout records
		3.	Graduate rate improves
3.	Increase the number of parent involvement activities in which bilingual families participate	1.	Number of email communications between parents and teachers
		2.	Number of parents attending open house and/or teacher conferences
		3.	Number of parents requesting meetings with their child's teacher
4.	STAAR data will show an increase in reading outcomes by economically disadvantaged	1.	STAAR testing results show increase for this student population
		2.	Increased number of students receiving commended performance
		3.	Increased progress as measured on benchmark testing
5.	WISD will see a 3% increase in student attendance of bilingual and eco dis students	1.	PEIMS Data analyzed
		2.	Attendance Data analyzed for bilingual students
		3.	Attendance Data analyzed for economically disadvantaged students

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Weatherford ISD will collect both program-level data and student-level data to aid in the evaluation of the program using the following formative processes:

1. STAAR scores will be collected from AWARE by standard
2. Reading levels will be obtained using iStation and analyzed by specific reading skills
3. Reading levels will be generated and reviewed from the Imagine Learning database system
4. Student attendance data will be monitored
5. Student's grades will be reviewed at the end of each six weeks grading period
6. iStation will be administered and reviewed monthly for progress monitoring

Weatherford ISD will identify problems with project delivery and correct them throughout the project using the following summative processes:

1. A Plan, Do Study, Act cycle will be implemented and reviewed at a minimum monthly or when an issue arises
2. Disaggregated data will be provided to classroom teachers to address individual student's learning gaps
3. Campus administrators will be informed monthly of their students' academic gains and usage
4. The Academic Department will function as a direct point of contact to resolve problems and issues
5. The Technology Department will address any technical issues.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 184903

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Weatherford ISD budgets \$67,500 for the purchase of student use devices with an overall student to device ratio of 1.57 students per device.

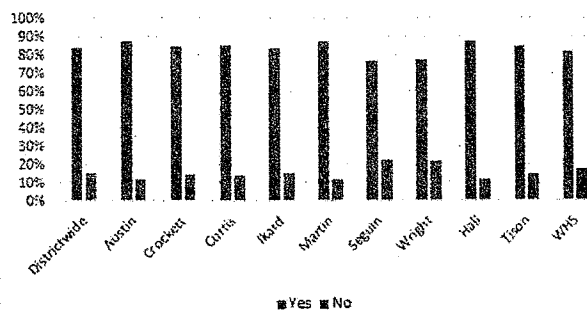
Campus	Stu.	Devices	Ratio
Austin	591	422	1.40
Crockett	464	382	1.21
Curtis	669	441	1.52
Ikard	540	408	1.32
Martin	598	373	1.60
Seguin	527	321	1.64
Wright	546	405	1.35
Hall	946	392	2.41
Tison	920	338	2.72
NGC	634	590	1.07
WHS	1682	1020	1.65
Total	8117	5092	1.59

Description Budget

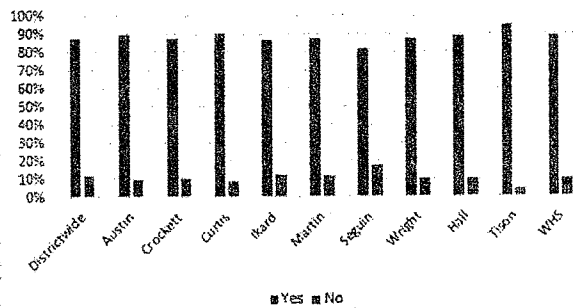
Student Use Devices \$180, 000.00

However, fewer students at Ikard, Seguin, and Wright have access to computers with internet at home than their peers districtwide.

Students with Access to Computers at Home



Students with Access to Internet at Home



TLPG devices with WiFi HotSpots will help to close this access gap for bilingual and economically disadvantaged students. Presently Weatherford ISD spends their Instructional Material Allotment dollars on textbooks which are part of the Texas state textbook adoption cycle, and Chromebooks for the 1:World (1:1) program. These devices have been used during the 17-18 school year in seventh grade classrooms. Additional Chromebooks will be purchased for 1:World deployments at grades 5-6 with the devices in use in grade 7 rolling up to grade 8.

By utilizing several sources for funding our district continues to provide a progressive technology plan for our school and student population. If awarded the Technology Lending Program Grant, our existing technology program would greatly benefit and our students' academic success would progress.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 184903

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It is the responsibility of our district to produce technologically skilled, lifelong learners who are prepared to thrive in our competitive global society. Our society continues to be affected significantly by technology and its application in every aspect of our lives. Weatherford ISD's graduates must be prepared to apply knowledge and skills through using various forms of technology in order to be successful in both higher education and the workplace. Regardless of the career aspirations of our students, technology will be a dominant part of their work. This lending program will align directly with Weatherford ISD's mission and core beliefs.

The mission of Weatherford ISD is to teach, challenge, and inspire each student in a safe, nurturing, environment to succeed in the global community.

Weatherford ISD believes:

- (1) Innovation is at the core of the modern learning environment.
- (2) Ownership empowers the individual.
- (3) Teachers are constant learners, problem-solvers and collaborators.
- (4) The cultivation of each student's skills, gifts and talents leads to success.
- (5) Relationships are the foundation for student to success.

Using 1:1 Chromebooks with a Hotspot for bilingual and economically disadvantaged learners in grades 3-5 Weatherford ISD is an innovative approach to providing immersion in reading and language acquisition instruction using technology devices, which might not otherwise be available to students after the end of the school day. Because learning may be individualized for students using a 1:1 device, students will have more ownership in their learning. Ownership of and immersion in the learning sets students up for success both now and throughout their lifetimes. Substantive partnerships between teachers and parents may be made through the program that will surpass any language barrier, which may exist between home and school. Parents are able to be equal partners in the success of their child's gifts and talents, which creates last relationships that are the foundation for students to succeed. Students will also be working toward mastery of Technology Applications TEKS for their grade levels.

To ensure that students are learning and challenged to succeed in a safe and nurturing environment, the Chromebook and hotspot will be outfitted with Go Guardian filtration software. Parents and students will be part of a comprehensive orientation effort outlining expectations for use of the devices and how to get assistance should the need arise.

All of these experiences for learners align with our existing mission.

Use of the TLPG devices promotes the highest level of individual student learning by specifically addressing the achievement of students and economically disadvantaged students served through the Bilingual program by providing anytime, anywhere access to high-quality online reading enrichment curricula.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

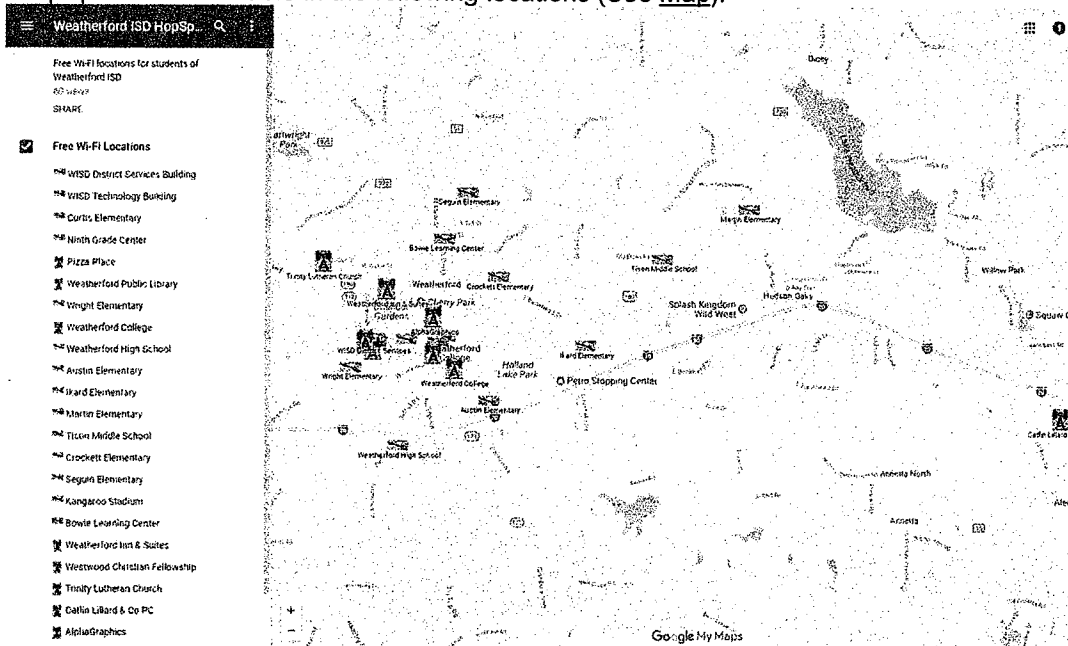
County-district number or vendor ID: 184903

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Outdoor wireless coverage is currently available within a short distance of district buildings themselves, which is provided by the access points inside. Technology will continue mounting more exterior weatherproof access points on buildings to assist with wireless coverage of outdoor learning and commons areas. Students will be granted extended access to the Wi-Fi network in and around Weatherford ISD campuses and facilities through these access points. Additionally, Weatherford ISD has partnered with both area churches and businesses to provide complimentary community hotspot access through 22 "HopSpots" found in diverse locations throughout the community.

"HopSpots" are available in the following locations (See [Map](#)):



Additionally, we are requesting enough hotspots to provide our English Language Learners and / or economically disadvantaged students with the highest level of need residential internet access. Students will have access to a Wi-Fi hotspot with a static IP and unlimited data. Some of these students could potentially have a bus route lasting longer than one hour. The hotspot will be checked out to these students and will ride the bus with the student providing internet access while travelling to and from home.

If awarded this grant, Weatherford ISD would implement a multi-step a multi-step process before providing internet access to our student's homes. The first step would be to have our students accompanied by one of their parents attend an appropriate technology usage orientation where Weatherford ISD would outline both appropriate Chromebook plus hotspot usage and the proper care of the device and hotspot. The school would inform the students and their parents of the consequences of inappropriate technology use and the cost of repairs to the device due to unnecessarily rough usage or neglect. After this step, parents would be required to sign a Technology Lending and Acceptable Use Policy Agreement. This agreement constitutes a binding contract that outlines the expectations and rules for the device to be taken off campus. This agreement states the purpose of this program, proper usage of the devices, consequences for misuse of the devices, return dates, late fees, liability for loss or damages and Weatherford ISD Policies. Only after attendance at the orientation session and this signed paperwork is on file will devices be issued to the student.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 184903

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technology offers children the opportunity to work at their own pace, pursue their own interests and passions, and provides access to more information through a cell phone many of us could find as a child in an entire print library. This program serves as an entry point into a wealth of learning opportunities for students. Weatherford ISD's TLP Chromebook and Hotspot lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on participating campuses through the following:

1. Balanced Literacy Initiative, which is a three-year plan to implement a quality-reading framework.
2. K-12 Roos Read, which promotes a love of reading in students.
3. Research-based Phonics Programs provide a foundation for fluent readers.
4. Students' participation in after-hours collaborative learning opportunities with their peers.
5. Students' participation in may participate in flipped learning at home.
6. Lessons that can provide opportunities for students to be able to work and excel at their own levels and pace.
7. Allowing teachers the flexibility to work individually with students who may be struggling.
8. Providing students access to blending learning programs.

Blended learning programs often use e-textbooks that allow students to have unlimited access to learning material. Blended environments also support online submission of products of learning while cutting school and parents' cost on paper and other materials.

**TEA Program Requirement 4:** Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Digital instructional materials are being used in the area of reading to provide a differentiated approach for acquisition of reading skills and strategies. Imagine Learning provides a strategic, research-based curriculum at each student's current skill level. Through explicit, targeted instruction, which adjusts to the needs of each student, progress is achieved at a faster rate. Imagine Learning addresses the following areas: reading and listening comprehension, basic vocabulary, academic language, phonological awareness, phonics, fluency and grammar. Imagine Learning is aligned with state standards and rigorous.

At the present time WISD staff use the following digital tools, instructional materials, and resources in grades K-12:

ABC Mouse, Make My Newspaper eNewspaper, Atomic Learning, Brainpop, Canva, Canvas, Career Cruising, Class Dojo, Destiny Library Resources, Discover Education, Easybib, Edlio, EdPuzzle, FastMath, FlipGrid, Fraction Nation, G Suite for Education, Hudl, iStation, Khan Academy, Lanschool Student and Teacher, Math 180, Microsoft Productivity Suite, Nearpod, NewsELA, NoRedInk, Odysseyware, Overdrive Library Resources, Powtoon 4EDU, Prodigy Math, Quizlet, Razkids, Read 180, Read Speaker Text Aid, Reflex Math, Remind, S/P2, Scholastic Achievement Manager, Scholastic Teacher, SeeSaw, Skyward Student and Family, Slides Carnival, STEMScopes, Studyladder, SumDog Schools, Texas State Library, Think Through Math, Turnitin.com, Typing.com, TypingClub, Unity Game Engine, Unreal Game Design Engine, Vernier Video Physics, VersoApp, Voicethread, SolidWorks, XTRAMath, Texas Gateway for Online Learning, Library of Congress, YouTube, Numerous Dual Credit Courses, Numerous CTE Pathways, Numerous electronic library resources, Numerous electronic textbooks adopted by the state of Texas, the Dual Language Training Institute, TexQuest Databases

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 184903

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students require state-of-the-art technology to learn without the boundaries inherent in brick and mortar buildings. To succeed in a technology rich global environment, students must not only have access to state-of-the-art technology. They must also have the opportunity to learn to use it appropriately as a tool of life-long learning. Following a 2015 bond initiative, Weatherford ISD implemented a Network Infrastructure Upgrade. All campus physical cable plants (network cabling and fiber) were upgraded to meet current educational specifications. Existing network infrastructure was updated with new campus switches and fiber connections to 10Gbps (10x bandwidth increase over previous infrastructure). All data outlets were updated to 1Gbps. Classrooms, offices, and common areas were covered with the latest 802.11AC MU-MIMO wireless coverage. This installation allows all instructional areas to support fewer devices per access point increasing the speeds for end users, and supporting Weatherford ISD for the 1:World (1:1 Chromebook) initiative. Bandwidth utilization will be monitored to ensure we provide adequate internet access to all areas of each building. Should district internet connection usage exceed peak goals, Weatherford ISD will work with our internet service provider to plan for capacity to upgrade our connection. Should WAN Bandwidth utilization consume more than 75% of goal, WISD will change the WAN design to offer dual 10Gbps links to that campus.

Student learning and stakeholder partnership are supported through 281 network switches, 818 Meraki wireless access points, 14 layer 3 routers, over 4000 Chromebooks, 12 iPads, 6881 PCs and laptops, 951 VOIP phones, and numerous BYOT (Bring Your Own Technology). A full time technology team made up of an Executive Director of Technology, two Network Managers, one Security Coordinator, one Digital Content Developer, one Help Desk Technician, one Lead Computer Technician, and three Computer Technicians currently serves over 9000 total users in 461 classrooms, on 11 campuses, and in 6 support buildings. This team fields over 3000 BYOT device support calls and over 2100 support phone calls per month. The average time to close a work order from the time that it is entered to close is 2 hours. Over 3200 work orders were closed during the fall 2017 semester alone.

Currently, over 705 seventh grade students at two middle school campuses are taking part in the 1:World initiative. The technical support model for the 1:World Chromebooks provides a model for technical support related to TLPG devices. The underlying premise of this model is to minimize lost instructional time.

If a device is damaged or malfunctioning during the school day, the classroom teacher may call the technology Help Desk for support. If the issue cannot be resolved immediately, a work order will be created and a loaner device may be checked out to the student until repairs have been made.

If a Chromebook is malfunctioning or damaged outside of the school day, the student or parent will bring the device to school and notify a campus administrator as soon as possible after the issue occurs. The campus administrator will fill out a TLPG Chromebook Loss or Damage form, which will be found on the technology webpage. The campus administrator will notify the Technology Team who will create a work order for the device. A loaner device may then be checked out to the student until repairs are made. Parents will be notified that a work order for the device has been issued and that a loaner device has been issued for the student's use.

If a wireless hotspot is not working properly outside regular school hours, parents may contact the technical support phone number to work with the hotspot provider's team to resolve the issue as soon as possible. If the issue cannot be resolved through this route, the student or parent will bring the device to school and notify a campus administrator as soon as possible after the issue occurs. The campus administrator will fill out a TLPG Hotspot Loss or Damage form, which may be found on the technology webpage. Once the technology team has been notified of the need to create a work order, technology team members will work with the Hotspot provider to resolve or repair the issue.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 184903

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Weatherford ISD will administer the grant on the following campuses:

1. Bose Ikard Elementary
2. Juan Seguin Elementary
3. Bill Wright Elementary

The Assistant Superintendent of Academics or Designee and the Executive Director of Technology or Designee will oversee the check-out and check-in process. Devices will be checked-out and checked-in using the following process: (1) Parents will be notified of Chromebook availability. (2) Parent and a student will attend program orientation training. (3) Parents will be surveyed of home internet service need. (4) Parent and student with a demonstrated need will attend Chromebook training. Topics will include "HopSpot" locations, Acceptable Use Policies, Basic Internet Safety, Basic Care and Use of the Chromebook, How to Get Help and Basic Use of Program Software. (5) Parents and a student needing internet access will be given training on use of the hotspot and how to get assistance with the device. (6) Parent and student must attend training to receive a device. (7) Training on program software will include use of Imagine Learning expectation of time. (6) Before checking out the device parent a TLPG Chromebook and Acceptable Use Agreement.

In cases of competing need, conflicts will be resolved by considering the following: students with highest academic gaps will be provided devices. Students will be surveyed regarding home internet availability prior to being issued a hotspot. Those students with a demonstrated need for an Chromebook who have home internet service will not be issued a hotspot. Extra hotspots will be paired with existing district assets to serve more students with a demonstrated level of need.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Eligible bilingual and / or economically disadvantaged students will be enrolled in the TLPG Chromebook Program after both the student and the parent have both undergone orientation and safety training and returned a signed user agreement. The TLPG Chromebook comes with built-in inventory by Google. Through this white glove program, the device will be affixed with an asset tag and appropriate information will be sent to Weatherford ISD at the time of purchase. Device inventory will be available in real-time through Google, and reports on use of the device will be generated on a monthly schedule. Information on how students are using the device and the sites visited may be further managed through the reporting capabilities of the filtration software, GoGuardian. Devices will be tracked geographically using the functionality of the Cisco wireless network and Hotspot usage data.

Weatherford ISD has already accounted for inventory growth with its risk management provider. Should something accidentally happen to the device, the cost of additional accidental damage insurance is not cost effective. Devices will be collected and stored in secure storage housed inside a climate-controlled, locked facility when not checked out to a student.

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